

<p style="text-align: center;">TOPIC 5 RELATIONSHIP WITH SENIORS AND SUBORDINATES</p>

ENABLING OBJECTIVES:

- 5.1 **EXPLAIN** the meaning of mentoring.
- 5.2 **LIST** the attributes of an effective mentor.
- 5.3 **EXPLAIN** the mentoring responsibilities of the Chief Petty Officer.
- 5.4 **DISCUSS** the Chief Petty Officer's obligation to train the junior officer.

ALLOTTED TEACHING TIME:

2.5 hours

STUDENT PREPARATION:

A. Student Support Material:

- 1. Student Guide, NAVEDTRA 38202-B
(1 per student)

B. Reference Publications: None

INSTRUCTOR PREPARATION:

- A. Review related student material.
- B. Reference Publication: None
- C. Supplemental References: None
- D. Training Materials Required:

- 1. From Student Guide:

- a. TS 5 Relationship with Seniors and Subordinates
- b. OS 5-1 Relationship with Seniors and Subordinates
- c. IS 5-2 The Chief, the Division Officer, and their Roles in the Command

- 2. Transparencies:

- a. TP 5-1 Relationship with Seniors and Subordinates

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- b. TP 5-2 Enabling Objectives
 - c. TP 5-3 “One Mark of a Leader is the
Kind of Leaders He
Produces”
 - d. TP 5-4 A Mentor Should:
 - e. TP 5-5 A Mentor Should Not:
 - f. TP 5-6 Sharing Secrets of Success
 - g. TP 5-6 Sharing Secrets of Success
(con’t)
3. Video Tape:
- a. “The First 72 Hours”

DISCUSSION POINT	RELATED INSTRUCTOR ACTIVITY
<p>1. Introduction</p> <p>A command is not just a collection of people, rather, people interact in patterns, some formal and some informal. The quality of these relationships impacts command excellence.</p> <p><u>Supporting</u> the core values, standards and information of our Navy that empower Sailors to be successful in all they attempt (Core Competency).</p> <p>As we discussed earlier, Chiefs occupy a very unique role in the command structure. You will be senior management for the enlisted Sailors and a unique interface between the enlisted and officers.</p> <p>In this lesson, we will discuss your relationship with your subordinates and with junior officers.</p> <p>2. Junior/Senior Relationships</p> <p>As a Chief, you are both a leader and a follower. As a senior, there are certain expectations you have of your juniors or subordinates. As a junior, there are expectations you have of your seniors.</p>	<p>1. Display TP 5-1, Relationship with Seniors and Subordinates.</p> <p>Refer to TS 5, Relationship with Seniors and Subordinates.</p> <p>Show video “The First 72 Hours.”</p> <p>Refer to OS 5-1, Relationship with Seniors and Subordinates.</p> <p>Display TP 5-2, Enabling Objectives.</p>

DISCUSSION POINT	RELATED INSTRUCTOR ACTIVITY
a. Seniors' Expectations	<p>Facilitator Note: Start a discussion by asking the following question:</p> <p>Question: What makes a good subordinate? What are some of the traits or characteristics that you look for in a subordinate?</p> <p>Potential Answers:</p> <p>Draw out the following characteristics:</p> <ul style="list-style-type: none"> • Honesty • Initiative • Hard worker • Willingness to learn • Loyalty • Supports chain of command • Accepts responsibility <p>Note: Bring in CO/Director/OIC to discuss their expectations from the new Chiefs.</p>

DISCUSSION POINT	RELATED INSTRUCTOR ACTIVITY
<p>One of the most important things for a Chief to do is to know and take care of his or her subordinates. Part of taking care of subordinates is teaching or mentoring.</p> <p>One of the most important traits in a subordinate is a willingness to learn and accept responsibility.</p> <p>3. Developing Subordinates</p> <p><u>Developing</u> enlisted and junior officer Sailors (Core Competency).</p> <p>Earlier this was discussed as one of your main objectives. One of the key elements is to <u>know</u> your subordinates. Your success as a leader and Chief Petty Officer will depend on your ability to motivate your subordinates. That starts with knowing who they are and what they want. Help them resolve personal problems so they can better focus on their job. Make training opportunities, different jobs, and expert help available. Express positive expectations and provide constructive feedback.</p> <p>Remember, Chiefs challenge, grow, and develop our Sailors.</p>	

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<p>These are some of the leadership skills that will help you actively lead your division. These are not new. You are already a leader. At the CPO level, you will have greater influence and a larger scope of authority.</p> <p>Remember, it is easier to lead your division if <u>you</u> and <u>they</u> know where you are going. The successful leader has a vision that guides the group. Earlier you started thinking about personal vision and creating an image of where you would like to be in the future. It is important for your division to have a mental image of the future of the division.</p> <p>Know your subordinates, why they joined the Navy and know their background.</p> <p>4. Mentoring</p> <p>Many of you may have someone that gave you advice regarding your career. You may not have thought of that person as your mentor. It may have been your boss or it may have been someone that you just looked to as a role model. Mentors are individuals who have a memorable positive effect on our lives.</p>	<p>Show TP 5-3, “One mark of a leader is the kind of leaders he produces.”</p> <p>Question: How many of you had someone give you advice that made a difference in your career?</p>

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<p>Many of you may think of mentoring as part of a formal program. But a mentor could be used to describe any senior teaching a junior, providing career guidance, and preparing them to accept greater responsibility.</p> <p>Both seniors and juniors have a role in initiating and sustaining the mentoring process. Of course, all seniors have a responsibility to develop their subordinates. But juniors must identify their needs, make those needs specific and seek assistance and advice.</p> <p>a. What mentors do.</p> <p>b. What a mentor should <u>not</u> do.</p> <p>1) Bypass the Chain of Command.</p> <p>If you are in a mentoring relationship with someone outside your chain of command, never use it as an excuse to bypass the chain of command.</p>	<p>Show TP 5-4, A Mentor Should.</p> <p>Question: Can anyone think of anything else that a mentor does?</p> <p>Show TP 5-5, A Mentor Should Not.</p>

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<p>If your boss turns down your training request or if you are dissatisfied with your eval, don't expect your mentor to get involved. Issues like these need to be addressed through the chain of command.</p> <p>2) Give too many rescues.</p> <p>Continually rescuing a person is not likely to be helpful in the long run. You become part of the problem if you always bail them out.</p> <p>3) Show favoritism.</p> <p>Care must be taken to treat all subordinates equally.</p> <p>5. Fraternization</p> <p>When you move from First Class Petty Officer to Chief Petty Officer, the relationship you have to PO1s in your command must change.</p>	

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<p>“Personal relationships between Chief Petty Officers (E7-E9) and junior personnel (E1-E6), <u>who are assigned to the command</u>, that are unduly familiar and that do not respect differences in grade or rank are prohibited.”</p>	<p>Note: Tell the students this is a direct quote from the Navy’s Fraternalization Instruction, OPNAVINST 5370.2 (series).</p> <p>Facilitate discussion on which examples are fraternization and which examples are not.</p> <p>The following are examples of fraternization:</p> <ul style="list-style-type: none"> - Entering into a business partnership with a subordinate - Meeting with three of your favorite subordinates on Fridays for lunch <p>The following examples are not fraternization:</p> <ul style="list-style-type: none"> - Selling a car to a subordinate - Having a beer in a pub with some shipmates

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<p data-bbox="237 167 768 207">6. Developing the Division Officer</p> <p data-bbox="283 248 644 289">Officers run the Navy.</p> <p data-bbox="283 293 709 334">Chiefs make the Navy run.</p> <p data-bbox="619 339 865 380"><i>-MCPON Herdt</i></p> <p data-bbox="283 423 1003 634">As discussed in the leadership topic, Chiefs have a special training role regarding junior officers. The chain of command explicitly acknowledges this special role in three ways but always with tact and respect.</p> <p data-bbox="283 808 1010 1271">First, Chiefs pass on a sense of protocol, history, and a tradition of naval service. Second, Chiefs provide a specific understanding of enlisted attitudes, concerns, and expectations to enable junior officers to better lead the crew. Third, Chiefs provide instruction on technical matters to improve division officers' technical abilities. Chiefs help division officers determine how much they must know to take responsibility for the division's work without being over whelmed by details.</p>	<p data-bbox="1073 167 1877 289">6. Question: How do you develop the Division Officer? (Answers will vary. Some discussion points are listed below)</p> <ul data-bbox="1142 380 1827 760" style="list-style-type: none"> - Talk to the Division Officer on how to work together - Open communication from Day 1 - Share expectations of each other - Welcome the newcomer - Invite the Division Officer to quarters - Get the Division Officer involved - Work to become a team - Make him/her part of the process

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<p>A Chief's significant influence on a junior officer can set the tone for his entire career.</p> <p>a. What Chiefs must do to shape a junior officer.</p> <ol style="list-style-type: none"> 1) Talk, talk, talk with your division officer. 2) Don't pull your punches, but don't let your advice sting. 3) Impress upon them the importance of being concerned. 4) Press them to make decisions and handle difficult people. <p>b. What junior officers must learn.</p> <ol style="list-style-type: none"> 1) When to speak up and when not to. 2) Trust your Chief, learn from your Chief, but don't be led by your Chief. 3) Take care of your people and they'll take care of business. 4) Don't be afraid of making mistakes. 	

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<p data-bbox="283 167 724 203">c. Sharing Secrets of Success</p> <p data-bbox="319 251 980 414">The Chief needs to groom the junior officer. Much of the same knowledge and skills that made you a CPO can be passed on to the JO as guidelines to succeed.</p> <ol style="list-style-type: none"> <li data-bbox="319 462 989 673">1) <u>Never commit to something you cannot deliver.</u> When negotiating a deadline, be 100% confident that you can exceed it. Deliver before the deadline, then do more than expected. <li data-bbox="319 771 982 933">2) <u>Meet every deadline.</u> Late work is career suicide. If there is no possible way to meet a deadline, renegotiate it as soon as possible. <li data-bbox="319 982 1010 1144">3) <u>Ask for help.</u> It is a sign of strength, not weakness. Whatever your current task, someone has already done a similar project and has learned what works. <li data-bbox="319 1193 984 1356">4) <u>Search for good opportunities.</u> Volunteer for collateral assignments where you can excel or from which you will grow and learn. 	<p data-bbox="1085 167 1879 243">Note: This is a good opportunity to also review what has led to their success.</p> <p data-bbox="1085 462 1745 498">Display TP 5-6, Sharing Secrets of Success.</p>

DISCUSSION POINT	RELATED INSTRUCTOR ACTIVITY
<p>5) <u>Choose your battles wisely</u>. Nothing is more futile than fighting for a lost cause. If you choose to fight for something, make it worth your effort.</p> <p>6) <u>If its broken, fix it so it won't break again</u>. When you find something broken, take the opportunity to find ways to improve it. Leave it in the best condition you can.</p> <p>7) <u>Aim as high as you can</u>. Even if you don't hit your target, you'll still be higher than everyone else.</p> <p>8) <u>Know your strengths</u>. Exploit them. Design your workplace to exploit your strengths.</p> <p>9) <u>Know your weaknesses</u>. Improve them through classes, reading, special assignments, and challenges.</p> <p>10) <u>Take care of your people</u>. Your job is to ensure subordinates excel and that they have the tools, time, training and direction needed to do their jobs.</p>	<p>Display TP 5-7, Sharing Secrets of Success (con't).</p>

DISCUSSION POINT	RELATED INSTRUCTOR ACTIVITY
<p>11) <u>Make your bosses' job easy</u>. Give them what they want before they know what it is. Unwanted surprises are bad. Pass along bad news as soon as possible. Always keep the boss informed.</p> <p>12) <u>Be Reflective</u>. A good leader reflects on how actions affect not only your subordinates but their seniors as well. Be careful, this is not to second guess your efforts, but to reflect and adjust your rudder accordingly.</p> <p>13) <u>Have fun</u>.</p>	<p>Refer students to IS 5-2, The Chief, The Division Officer, and Their Roles in The Command. Allow the students 10 – 15 minutes to read the article. The following questions may be used to drive a discussion of the article.</p> <p>Question: What does it mean to be personally attached to your Sailors?</p> <p>Question: What is the difference between “knowing your people” and “concerning yourself with them?”</p>

DISCUSSION POINT	RELATED INSTRUCTOR ACTIVITY
<p data-bbox="235 167 430 204">7. Summary</p> <p data-bbox="283 250 1010 461">In this lesson we've discussed mentoring in general and more specifically your obligation to train the junior officer. The Navy counts on you to assist the new division officer with guidance on planning and policy decisions.</p>	